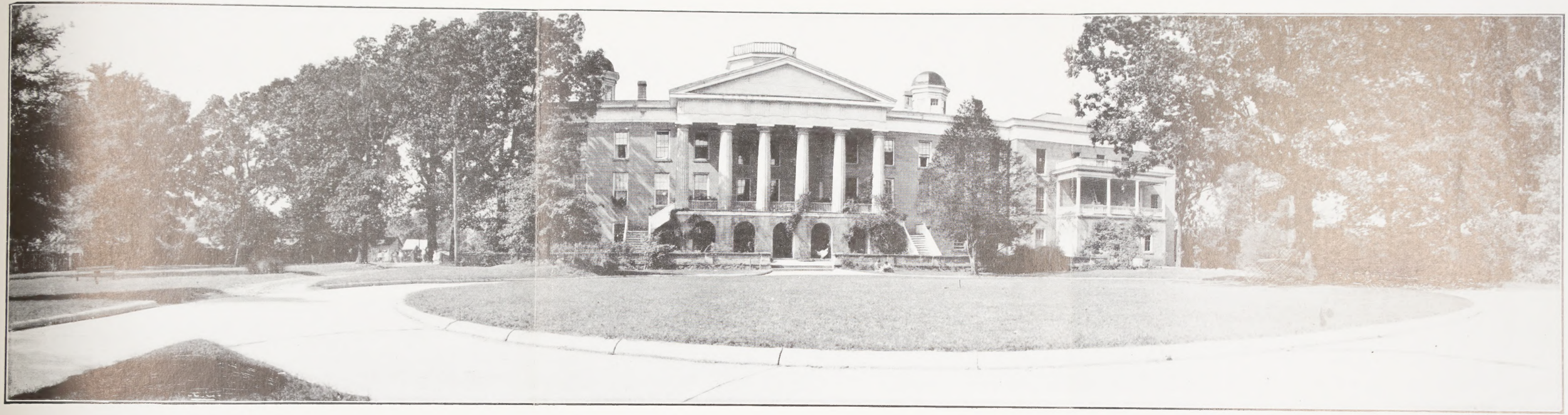
1923-'24

MITCHELL
COLLEGE

1923-24

STATESVILLE
NORTH CAROLINA



MITCHELL COLLEGE

Digitized by the Internet Archive
in 2022 with funding from
North Carolina Digital Heritage Center

https://archive.org/details/mitchellcollege100mitc

Sixty-Eighth Annual Catalogue

of

Mitchell College

and

Mitchell Academy

For Girls and Young Women

SESSION OF 1923-'24

Announcements for

SESSION OF 1924-'25

Statesville, Iredell County, North Carolina

Session of 1924-'25, will Begin
September 11th, 1924

COLLEGE CALENDAR

1924

September 9th—8:30 p. m., Faculty Meeting.

September 9th, 10th—Arrival and Classification of Students.

September 11th—Opening of Session (10:00 a. m.)

September 15th (Monday) —Deficiency and Entrance Examinations.

November 10th—Beginning of the Second Quarter.

November 27th—Thanksgiving Holiday.

December 18th—Christmas Holidays Begin.

1925

January 2nd—Class Work Resumed (9:00 a. m.)

January 21st—End of First Semester.

March 23rd—Beginning of Fourth Quarter.

May 17th—Baccalaureate Sermon.

May 18th, 19th—Commencement Exercises.

"The woman's cause is man's—they rise or sink together; dwarfed or godlike, bond or free. If she be small, slight-natured, miserable, how shall men grow?"

WOMAN must have the best education because she is the mother and teacher of our future citizens. The ideals of our civilization come from our homes. Woman is the natural teacher of the race. Her training is, therefore, the strategic point in the education of the people. Woman naturally hands on the education she has. No country which educates its mothers need ever fear the curse of ignorance. Money invested in the education of a man pays good dividends, but only for one generation; that invested in the education of woman who lives with and for children yields dividends for generation upon generation. Moreover, the dividends on the man's education are apt to be material, while those on the woman's are educational, moral and spiritual. As the priestess in the home, the natural teacher and the maker of men, the woman should therefore have the highest and deepest, the broadest and the best education we can afford.

President Charles Wm. Dabney,
University of Cincinnati.

BOARD OF TRUSTEES

Rev. C. M. Richards, D. D., *Chairman*, - Davidson
Mr. E. B. Watts, *Secretary-Treasurer*, - Statesville

TERM EXPIRES AUTUMN, 1924

Rev. C. M. Richards, D. D., - - - Davidson
W. F. Hall, - - - - - - Statesville
John A. Scott, Jr., - - - - - Statesville

TERM EXPIRES AUTUMN, 1925

Rev. T. W. Lingle, PhD., - - - - Davidson
Rev. R. A. White, D. D., - - - - Mooresville
E. B. Watts, - - - - - - Statesville

TERM EXPIRES AUTUMN, 1926

Rev J. M. Clark, D. D., - - - - Statesville
Rev. C. E. Raynal, D. D., - - - - Statesville
R. V. Caldwell, - - - - - - Concord

Executive Committee—Rev. C. M. Richards, W. F. Hall, Rev. C. E. Raynal, E. B. Watts, Jno. A. Scott, Jr.

"In opening the doors of opportunity in Christian Education to woman we are educating a sculptor who will cut and chisel the solid chrysolite of our moral manhood in such a way that the blows of God's Spirit shall be able to strike it through and through and irradiate it with divine glory." * * * *

"Her broader life will make every other life broader. There is a reflex influence * * what we make her, she in return makes us. Her progress means universal progress * * *. It means better homes, better schools, better churches, a better nation * * *. God made her *woman*. Let us not try to unmake her. Let no one aim at making a man of her. In that case we should have neither man nor woman. We must make her on her own lines; her gifts on her own lines are what the world needs * * *. Masculinity and femininity are differentiated, and the differentiation is eternal. A man's power consists in his being a man, and a woman's power consists in her being a woman."

OFFICERS AND INSTRUCTORS

1923 - '24

REV. W. F. HOLLINGSWORTH, A. B., PRESIDENT

(A. B. Davidson College; Union and Columbia Theological Seminaries; graduate student, Free Church College, Edinburgh.)

MRS. ALICE M. JORDAN

(Bowling Green Seminary.)

Dean of Students

REV. H. M. PARKER, D. D.

(Alexandria College and Theological Seminary.)

Bible, Psychology, Ethics

MRS. MINNIE HAMPTON ELIASON, B. S.

(Mitchell College; N. C. College for Women; Normal Training, Summer School, University of Chicago.)

English and History

MAGDALENE ARMSTRONG, A. B.

(Central Mississippi Institute; County Institute Work; Summer School, Tulane University.)

Latin

RUTH FRANCES MEINUNG, A. B.

(Salem College; three summers graduate work, University of North Carolina.)

Chemistry and Biology

CARRIE BELLE VAUGHAN, A. B., A. M.

(Winthrop Normal College; Columbia College; Columbia University; five summer schools Columbia University and University of Virginia.)

English and History

LOIS DICKS, A. B., B. M.

(Limestone College, graduate work and special Diplomas.)

Mathematics and Education

LUCILE POINDEXTER, A. B.
(Knox College; Berlitz School of Languages.)
Modern Languages

MRS. S. K. HENDERSON, B. S.
(Arkansas Woman's College; Arkadelphia Methodist College, University of Arkansas, Special Diplomas.)
Commercial, Home Economics, Physical Culture

ESSIE LOUISE GUY
(Normal and Collegiate Institute; Normal Training, and Summer schools, Winthrop College.)
Algebra and General Science

MARY GAITHER
(Mitchell College; Summer schools University of Wooster, and University of North Carolina.)
English and Office Assistant

DEPARTMENT OF MUSIC

KAREL C. BONDAM, DIRECTOR
(Royal Conservatory, The Hague, Institute of Musical Art, The Von Ende School, New York.)
Piano, Organ, Violin, Harmony

ANNYE WILKINS LONG
(Moffatt McLaurin Institute; Meridian School of Music; Teacher's Certificate, Cincinnati Conservatory.)
Voice, History of Music, Musical Appreciation

HARRIETT A. WAKEMAN
(New England Conservatory, Boston; Pupil of Gruenberg, Loeffler, Landers, Fletcher.)
Piano, Violin

LUCILE PIERCE
(Wesleyan College Conservatory; Pupil in Organ of Gillette and Henkel of Ward-Belmont; summer courses at Peabody, Chautauqua, and Cincinnati Conservatory.)
Piano, Organ, Theory

MRS. S. V. PARKER
Matron and Dietitian

M. R. ADAMS, M. D.
College Physician

"The educated class is the influential class. From this class must come all the teachers, authors of text books, all framers of educational policies, the leaders of thought in philosophy, science, and all literature, and the leaders in all the learned professions. Shall this class be CHRISTIAN?"—**President Gaines.**

A DECLARATION OF PRINCIPLES

(Assembly's Secretary of Christian Education)

"1. We believe that any denomination of Christians which is to do its part in the world's work must have a trained leadership and an educated constituency. We believe our first task, therefore, must be to foster an interest in education among our Presbyterian people. . .

"3. We believe that, in addition to all the schools which states and municipalities may maintain at public cost, schools of higher learning under Christian auspices and influences should be maintained in all parts of the country. . . . .

"4. We believe that the Presbyterian Church must assume its full share of responsibility for the development and maintenance of such institutions, or suffer immeasurably now and in the future.

"5. We believe that the schools which are maintained by Presbyterians must, in order to justify their existence, provide the facilities for a sound and thorough education, such as will fully warrant them in inviting the young men and young women of our churches to come to them for training. We believe it to be our duty, therefore, to equip, endow, and sustain in our church schools, colleges, and seminaries, that shall maintain the highest Christian ideals and shall provide an education of the highest standard."

Foreword

The present year marks the culmination of the reorganized curriculum begun two years ago. Two graduating classes will receive their diplomas in May. The last class of the old order, and the first class of the new order, will go forth together. Hereafter all our energies and equipment will be concentrated upon four years of *Standard* High School work and two years of *Standard* College work.

The present organization is the best type of the modern Junior College. With this form of organization we believe Mitchell can best realize her peculiar mission, viz.: to furnish the best in Christian education at the lowest possible cost. It is a well known fact that the most expensive part of a college education (to the institution) is the two higher classes. To do four years' work requires a tremendous outlay of money in material equipment, endowment, library, and salaries. With less expensive equipment, etc., the first two years of college work can be done in the Junior College, and the student and patron get the benefit. It is also well known that the two lower classes are the most crowded in the larger institutions—the classes where the student needs the most individual attention. Another fact now patent to all is that girls are going to college younger and less mature than ever before. These conditions furnish additional arguments in favor of the Junior College. This form of organization is becoming quite popular, 36 out of 48 States now having one or more each, Missouri and Texas leading with 22 and 25 respectively. *It is not a lower order of college, doing inferior work.* The requirements for admission, the hours of work, and the subjects taught in Freshman and Sophomore years are identical with those of the four-year college. In fact the Junior Col-

leges co-ordinate their work with higher institutions so that their graduates can enter the Junior class of the college or university and continue their arts and science courses, or specialize in technical and professional courses.

The Junior College is also allowed to maintain an accredited high school, which is not allowed to the four-year college that aspires to be "A"-grade, unless operated as a separate unit. Consequently private and denominational preparatory schools are becoming more rare. The work of Mitchell Academy is being emphasized to meet this need. Many parents, for various reasons, still desire this type of school for their young daughters. There can scarcely be a safer or saner life for the girl of "teen" age of the present day than in a well-regulated boarding school of high Christian ideals. The school can do more than the average home in safeguarding her social life, in protecting against social distractions, and in providing an ideal atmosphere for study and the development of Christian character.

The Trustees have authorized the strengthening and improving of the Equipment, Laboratories, Library, teaching staff, etc., to meet all the requirements of the State Accrediting Agencies. With the opening of the session of 1924-'25 in September we shall realize our plans for a standard Junior College, better equipped and better prepared than ever before to serve the church and our constituency.

Early registration is advised. Address all communications to the undersigned—

W. F. HOLLINGSWORTH,
President.

: Mitchell .·. College :

HISTORICAL SKETCH

AS early as 1852 Concord Presbytery began to plan for an institution of higher education for young women. The first concrete result was a strong, beautiful structure in a picturesque part of Statesville. When nearing completion in 1855 this building was destroyed by a storm. While another building was being constructed school was opened in temporary quarters, September 15th, 1856. In 1857 the College building was ready for occupancy and is described in the catalog of 1859 as "of brick, handsomely stuccoed, 138 feet in length, with a central depth of about 80 feet, and three stories high. Its front, facing the principal street of the town, is ornamented with a lofty portico, supported by six massive columns, adding greatly to the beauty of its architectural proportions." It was known at that time as Concord Female College, and Professor John B. Tinsley was its first President. Through the troublous years preceding and during the civil war, Mr. E. W. Faucette, and Rev. S. C. Millen were successively President. From 1864 to 1874 it met with varying success under the successive administrations of Rev. J. M. M. Caldwell, Rev. E. F. Rockwell, Rev. R. B. Anderson, and Rev. Taylor Martin. Somewhere about 1873, because of financial troubles, it was sold to Mr. R. F. Simonton of Statesville, and was known for some years as the Simonton Female College. From 1875 to 1883 it flourished under the Presidency of Mrs. E. N. Grant, assisted by her sister, Miss M. E. Mitchell, daughters of Dr. Elisha Mitchell, who met a tragic death in 1857 while exploring what is now known as Mt. Mitchell. After Mrs. Grant's death the school was closed for a short while, and was then reopened and had a successful career for eleven years under the Presidency of Mrs. Fannie Everett Walton. In the meantime Mr. Simon-

ton had died and the property was bought by a "Syndicate." This body of men sold off quite a good deal of the land, and then sold the College and what land remained to Mrs. Walton. After her retirement the property would have been lost to the Presbyterian Church, but for the noble and timely aid of Rev. J. B. Shearer, D. D. He purchased the property in 1896, repaired the buildings, and secured Captain J. B. Burwell to conduct it as a Presbyterian school. At this time it took the name of the Statesville Female College. After Dr. John A. Scott became President in 1900 Dr. Shearer deeded the property to Concord Presbytery, and it was for several years under the joint control of Concord and Mecklenburg Presbyteries. From this time onward the College has prospered and the property has been greatly improved.

Largely through the generosity of Mr. W. F. Hall of Statesville, and other friends, a large addition was made to the Main Building in 1908, and in honor of Dr. Shearer, it was named "Shearer Music Hall." Dr. Scott's successful administration of fifteen years was succeeded by seven very fruitful years under the Presidency of Mr. J. M. Moore. Upon his retirement in the spring of 1922 the College began a new administration under the Presidency of Rev. W. F. Hollingsworth. The College is now conducted by the Trustees under a new plan, and is directly under the control of Concord Presbytery.

CHANGE OF NAME

On the sixtieth anniversary of the College, urged by the Alumnæ and approved by the Trustees, Concord Presbytery changed the name of Statesville Female College to MITCHELL COLLEGE.

"The name was given to the College as a mark of honor to Mrs. Eliza Mitchell Grant and Miss Margaret Eliot Mitchell, daughters of Dr. Elisha Mitchell, scientist, educator, and Christian. Mrs. Grant became President of Statesville College in 1875, and Miss Margaret Mitchell in the same year began

teaching science in the College, using in her work the scientific apparatus of her distinguished father."

"In the selection of the new name, Dr. Elisha Mitchell becomes the embodiment of the ideal—the patron saint of your College. His eminence as a scholar and teacher, his devotion to the education of youth, and his exalted life, should be the inspiration for noble attainment to your institution and to all its aspiring students."—*Hon. Locke Craig.*

LOCATION AND HEALTH

The location of an educational institution means much for its future life and growth. MITCHELL'S founders could hardly have chosen more wisely. Statesville has come to be known by its thousands of admirers as "the best town in North Carolina." It is in the heart of the industrial center of the State—in less than a hundred miles of Greensboro and Winston-Salem, and in less than fifty from Salisbury and Charlotte. It is easily accessible from all parts of the State, on the main line of the Southern Railway, and twelve passenger trains pass through every twenty-four hours. Two telegraph companies, and good telephone service, also put it in conversational touch with all parts of the country. Statesville is a modern small city of between eight and ten thousand population, and its social life has the charm and hospitality that is seldom seen in the larger cities. It is in the healthful Piedmont section with mountain peaks of the Blue Ridge looming in the distance, and has a delightfully mild all-year climate. Outdoor games and sports, physical culture, plenty of fresh air and sunshine are possible, and will be regarded as a regular part of school routine. Abounding physical health is productive of the highest mental activity.

GROUNDS AND BUILDINGS

Since its early founding the city has grown up around the College, and its grounds have been somewhat restricted, but the Trustees have recently acquired several lots of adjoin-

ing property, and the campus has been considerably enlarged. The front grounds are preserved as a park and flower garden, and sufficient space at the ends and rear of the building are reserved for athletic sports. Tennis, basketball, and volley-ball courts are maintained, and will be increased as needed.

The College building is a handsome, substantial structure as shown in the frontispiece picture, and being all under one roof makes it most convenient. The original building contains class rooms, library, laboratories, dining room, offices dormitories, etc., and in 1908, the Shearer Music Hall was built by devoted friends and presented to the Presbytery. It is now a part of the original building and contains an auditorium capable of seating about eight hundred, besides studios, practice rooms, and dormitory rooms. Five years ago, during the Million Dollar Campaign for Education, citizens of Statesville, regardless of church affiliation, subscribed liberally, with the understanding that their gifts were to be used in the further improvement of their own College. This money has been and is still being expended for the better physical equipment of the institution. The building is furnished with both gas and electricity for heating and lighting purposes, is steam-heated throughout, has an abundant supply of good water, the rooms are comfortably furnished, and the equipment is far better in every way than might reasonably be expected, considering our very moderate charges.

SOCIAL AND RELIGIOUS

While keeping in mind that our main purpose is to conduct a school for intellectual training, we shall not lose sight of the fact that a young woman's social and religious training is a vital part of a well-rounded education. The routine of school life will be relieved at suitable intervals by literary and musical entertainments, lectures, and recitals, accompanied by informal social hours. MITCHELL girls will be allowed to participate in social life outside the College to a limited extent when properly chaperoned. Resident students

will not be allowed to spend the night out of College except with one or both parents, and even then under conditions agreeable to the College authorities. While no effort, direct, or indirect, is made to change the denominational preference or church affiliation of any student, every reasonable and legitimate effort is made to secure active Christian profession and to promote positive Christian living.

For the development of spiritual life, and training in Christian leadership, an active Y. W. C. A. is maintained and conducted by the students. Various evangelical denominations are represented in the churches of Statesville. Church and Sunday school attendance on Sunday is a regular part of school life. Resident students will have the opportunity to worship in the various churches, to hear good sermons, to observe and participate in well-conducted Sunday schools, to hear good music, and to receive training in the proper conduct of Young People's Societies.

THE BIBLE

The emphasis put upon the teaching of the Bible by capable teachers, and the moral and Christian atmosphere maintained in church schools are the things that differentiate Church and Christian education from State education. But for these the Church has no excuse for entering the educational field. President Faunce has said:

"Here then is our national peril—that the supremely important task of our generation will fall between Church and State and be ignored by both. The Church may say—'Education is no longer in our hands;' the State may say—'On all religious matters we are silent.' Thus millions may grow up —are growing up—in America today without any genuinely religious training."

President Thompson makes this statement: "I am in no way untrue to State institutions when I say that in our day one might become a bachelor or master in any one of the best

of them and be as ignorant of the Bible . . . and the fundamental principles of religion . . . . as if he had been educated in a non-Christian country."

President Hadley says: "I do not believe you are going to make the right kind of citizen by a Godless education and then adding in religion afterward. The idea is wrong. Education and religion must go hand in hand."

President Wilson truly says: "Education has always yielded her best fruit when associated with religion."

MITCHELL COLLEGE makes no apology for the prominent place that is given to the English Bible in its curriculum. We have arranged it so that every student, though she tarry but a session, shall receive some Bible instruction. No one can be said to be truly educated who is ignorant of the Bible.

Some time ago the Trustees of MITCHELL COLLEGE decided to establish the J. B. Shearer Chair of English Bible and Philosophy. This chair is founded in honor of the late Rev. J. B. Shearer, D. D., LL.D., President of the Board of Trustees of the College, and one of its most loyal friends and substantial supporters The Trustees cordially invite the friends of this great patron and promotor of Christian Education to contribute to a fund for the endowment of this Chair.

SCHOOL LIFE AND DISCIPLINE

Our resident students range in age from fifteen to twenty-one years, the most plastic and formative period of life. In a boarding school more hours of a girl's life are spent in close contact with teachers and officers of the school, than would be possible with father and mother in her home.

It is equally true in this day and time that school authorities can exact an obedience and exercise a control which is not possible in the home-life of many families. One advantage of the small College is the close relationship between officers, pupils, and teachers. The classes are not so large but

what each pupil can receive much individual attention. The whole atmosphere of a Christian College with its high ideals, helpful spirit, and example of right living—enforcing right teaching—cannot be other than highly beneficial in the formation of strong Christian character. The President and Trustees exercise the utmost caution in the selection of teachers. They are sufficient in number to give the most efficient service. They are all graduates of well-known and standard colleges, and in addition have taken special training at numerous summer schools. They are selected not only because of scholarship and known ability to teach, but because of their fitness to be leaders and examples of Christian life and conduct.

We desire only those pupils who are willing to study and will submit gracefully to discipline. No idlers are wanted, but those who have a purpose in life will find ample opportunity to develop their talents, and will not find it hard to conform to the requirements of the school. Our aim is that the moral tone and character of the students shall be so high that they will tolerate no wrongdoing, but will fully cooperate with the faculty in securing their own highest good, which is identical with the best interests of the school. The "honor system" is inculcated in all relations between the pupils and the school authorities.

No student will be allowed to remain in school whose example is bad, who will not submit gracefully to necessary discipline, and whose influence is hurtful. *The President reserves the right to require the withdrawal of such a student at any time.* Firmness mingled with kindness will be our guiding principle.

EFFICIENCY

From experience and observation we have noticed that students seeking entrance are often not prepared for the classes that they think they are, and they are greatly disappointed. They fail to acquire a high grade, or find the work very hard, because of the lack of thoroughness in their

foundation work. It is the constant aim of this school to do thorough work in all departments, and to be absolutely honest with patrons in marking and grading. The student must do the work required in each subject before being promoted. Reviews, written and oral tests, and other approved methods are constantly in use to promote studious habits, and to secure the best results. Interested friends have offered medals, as will be seen elsewhere, to encourage the student's best efforts. A yearly average of 75 per cent in each subject is required for promotion. A general average of 90 per cent entitles one to honorable mention, and a general average of 95 per cent entitles one to the Honor Roll. Quarterly reports will be sent to parents and guardians.

BOARDING DEPARTMENT

The kitchen and dining room are under the close and constant supervision of the President, assisted by a competent matron. The effort will be not only to supply wholesome food, and a "well-balanced ration," but well prepared and attractively served.

After thorough study of the subject, and close observation of its evil effects, we allow no boxes of eatables from home except fruit, nuts, or candy. Such boxes are the prolific source of impaired digestion, due to over-eating and at irregular hours, and cause many minor complaints that interfere with good and regular work. The school table furnishes all that is necessary to good health and sound development. Regular habits of eating and sleeping are essential to clear minds and sound bodies.

Prompt attendance on all meals is required. When a pupil is too sick to attend classes or meals she will be sent to the Infirmary and be under the care of the Infirmary matron. A teacher presides at each table, and proper decorum and etiquette are observed.

HOLIDAYS AND VISITING

Monday is observed as the weekly holiday, and has been found much more satisfactory than Saturday. Community visiting will be allowed to a limited extent, and under proper restrictions, on holidays. Resident students will not be permitted to spend the night out of the dormitory, in the city. Other than local students will not be allowed to board out of the College unless with near relatives, and by special arrangement with the President. Parents are requested not to ask for frequent visits home, as all such visits distract the mind and interfere with good school work. No formal Spring Holiday is given, but where it seems advisable a few days will be allowed at home for necessary shopping and sewing. A written request must be sent to the President for permission for a student to leave the school for any purpose. Parents are assured that every care will be exercised by officers and teachers of the school to safeguard the health, manners, and morals of the girls committed to us, and that they will be properly chaperoned at all times.

LIBRARY AND LITERARY SOCIETIES

Mitchell College has a well lighted room set apart as a Library and Reading Room, which contains some 2,500 volumes, and the effort will be to increase the number as rapidly as possible. Students and teachers use the library constantly for works of reference, parallel reading, and research.

Every student is required to be a member of one or the other of the two Literary Societies—the Phi Kappa and the Phi Mu. At the bi-monthly meetings interesting programs are rendered, consisting of music, essays, readings, and debates. They cultivate ease of manner and grace of expression before an audience.

ALUMNÆ ASSOCIATION

The Alumnæ Association is an important factor in the life of the College. The organization meets annually during

Commencement. The object of the Association is to foster among the Alumnæ sentiments of affection for their Alma Mater and for each other, and to arouse and quicken interest in Christian education. At present the Alumnæ are giving their energies to the work of increasing the equipment of the College and of adding to its patronage.

PERSONAL OUTFIT

Each teacher and pupil is expected to furnish for personal use a sufficient number of towels, table napkins, blankets, bed coverings, four sheets, two pillow cases (about 20x28,) one or two counterpanes, two laundry bags. A glass and spoon for use in the room, an umbrella, overshoes, and raincoat are requisites. Rooms are furnished with double and single beds. All personal articles are required to be marked with wash proof name tapes. These are inexpensive and furnish the easiest and most satisfactory method of marking clothes. Order blanks will be furnished to prospective students. Orders can be filled in two weeks or less.

MEDALS AND PRIZES

Wood Bible Medal—The family of the late Rev. W. A. Wood, D. D., offer a gold medal to the pupil who makes the highest grade for the year in Bible in the College department.

Stikeleather Bible Medal—Mr. Horace H. Stikeleather offers a gold medal to the pupil who makes the highest average in Bible in the Academy.

Mills Music Medal—Mr. C. E. Mills of Statesville, offers a gold medal to the pupil in the music department who makes the greatest progress in Music under the Director.

Crowell Music Medal—Mr. G. L. Crowell of Statesville, offers a gold medal to the pupil in the Department of Music who makes the best progress in the Intermediate Class under Associate Teacher.

Johnson Voice Medal—In honor of her father, Frank Osborn Johnson, Miss Lorene Johnson offers a gold medal to the pupil in the department of Voice who makes the greatest progress in Vocal Music.

Caldwell English Medal—In honor of her distinguished brother, the late Editor J. P. Caldwell, Miss Jennie A .Caldwell established a medal to be awarded at each annual Commencement to the member of the Senior Class making the highest average for the year in the Department of English.

Steele Music Medal—The Steele Music Medal is offered by J. C. Steele & Sons of Statesville to the student making the greatest progress during the year in the Intermediate Class under Associate Teacher.

Sloop Scholarship Medal—The Sloop Scholarship Medal is offered by Mr. J. E. Sloop of Statesville, and is known as the Mrs. J. E. Sloop Scholarship Medal, and is to be awarded to any student in the College Department who maintains the highest scholastic standing during the year in all subjects.

Allison Medal—Mrs. D. F. Stevenson (Atlanta, Ga.,) offers a medal in memory of her grandfather, Col. Thos. A. Allison, one of the founders, and for a long time a trustee, of Mitchell College. This medal is to be given annually for the best essay submitted by the Academy Seniors on a subject to be assigned by the donor.

Note—The Faculty reserves the right to withhold anyone of the above medals if no student in that department or class averages as high as 90 per cent.

SCHOLARSHIPS

The following scholarships are offered to deserving girls of limited means. These scholarships pay the full literary tuition for a year in MITCHELL COLLEGE:

The Wagner Scholarship is endowed by Mr. L. C. Wagner of Statesville in honor of his mother, Mrs. Susan Wagner.

The Goodman Scholarship is endowed by Mrs. John T. Goodman (Mt. Ulla, N. C.,) in memory of her husband, John T. Goodman, and their daughter, Alice Noel Goodman.

Steele Scholarship—Messrs. J. C. Steele & Sons established in 1909 a scholarship endowed for twenty years—the beneficiary to be named by themselves.

The Woman's Auxiliary of the First Presbyterian church of Statesville has established a scholarship to continue at will to aid a worthy and needy girl.

Shearer Scholarship—The Trustees of the College have established a perpetual scholarship in honor of Dr. J. B. Shearer, in recognition of his great service to the cause of Christian education, and to MITCHELL COLLEGE in particular.

Hill Scholarship—The Trustees have also established a scholarship in honor of Professor J. H. Hill, in recognition of his services to MITCHELL COLLEGE and to the cause of education in Statesville and Iredell County.

We ought to have at least twenty-five scholarships that would pay the tuition of worthy and needy girls. One thousand dollars invested at 6 per cent, or fifteen hundred dollars drawing 4 per cent, will provide a tuition scholarship. Donors may keep and invest the principle, and give us only the interest, if they prefer. We invite friends of Dr. J. B. Shearer, and Prof. J. H. Hill, to endow these scholarships as memorials to these friends of education and benefactors of youth. The Trustees have established the scholarships, but there is no endowment to support them.

STUDENT AID

In order to make it possible for some to get the advantages we offer, who are not able to pay the entire cost, a limited number of girls will be given light work in the dining room for which they will be credited a definite amount each

month on their board and tuition. All who receive scholarship aid should show a willingness to do all they can in the way of self-help. The College has no work to offer by which a student could pay her whole way; and if it had the student could not find time to do that much. The work that is offered in no way interferes with class work or study periods. All who wish such help should make early application directly to the President.

STUDENT PRIVILEGES

It is our policy to allow as much freedom and as many privileges as is safe, consistent, and customary in the best boarding schools. We wish to do for the daughters of other parents what we would do for our own, or would have others do for them, under similar circumstances. We insist that parents putting their daughters in our charge, must not be asking that they be allowed to come home, or go hither and thither, every few weeks. Such frequent visits away from school, whether to one's home, or elsewhere, are demoralizing, and contrary to good school work and discipline. Parents must send written request, and give good reasons for asking any deviation from this rule.

STUDENT GOVERNMENT

A modified form of student government has been organized and is functioning beautifully under the rules and regulations adopted by the Student Government Association. The aim of this association, as set forth in the constitution, is "to develop a high sense of honor, to promote student and faculty co-operation in matters of school conduct and discipline, and to enforce the regulations that have been adopted, as founded in wisdom and expediency."

Each one who is matriculated becomes, by that act, a member of this Association, and signs the following:

PLEDGE

As a student in Mitchell College I acknowledge my membership in the Student Government Association and promise to be governed in my conduct by its rules and regulations. I recognize that I have the good name and reputation of my school to maintain, as well as my own, and I further promise to promote her interests in every way possible, and to be guided by the "honor system" in all my relations to the faculty and to my fellow students.

GENERAL REMARKS

Parents are urged to co-operate with the school by inculcating the idea of simplicity and economy in dress. Expensive and elaborate dressing is not suitable for school girls, and creates envy and unhappiness in others. Strong walking shoes should be provided for out-door wear during winter.

Parents are earnestly requested to have eyes examined, glasses fitted, dental work done, and other such matters, on which good school work depends, attended to before pupils leave home.

Pupils will be required to care for their own rooms, which will be subject to daily inspection, and on which they will be graded for neatness, etc.

Permission from parents to pupils to do things contrary to the rules of the school, or contrary to what seems best to the school authorities, cannot be granted. Reasons will always be given where such permissions are not allowed, when requested.

Visitors and day pupils are not allowed in the private apartments of the dormitory without special permission.

Visitors are not allowed to interfere with class and school work, except for good reasons. All Sunday visiting is discouraged.

DINING ROOM

Pupils will be held strictly responsible for all damage done to school property, and a fair assessment will be made in each case, and payment required.

Simple remedies and medicines, with infirmary attention, will be furnished without addtional charge. But in case of serious sickness and attendance of a physician, or nurse, the parent or guardian will be required to pay the cost. All prescriptions are charged at actual cost.

Pupils who get sick during school will be given every possible attention as regards medicine and nutrition. But people who require "special diet" cannot be received either as pupils or teachers.

All "extra" charges are eliminated as far as possible so one can easily calculate just what the total expenses will be. An allowance of from ten to fifteen dollars should be made for text-books, sheet music, etc. In the advanced classes the total will be more.

Parents are requested not to allow more than a dollar and a half per week for spending money. Pupils will not be allowed to run "open accounts" at local stores without written permission.

Young men visitors from the home communities of the students must bring letters of introduction from the parents or guardians of those upon whom they wish to call. Only members of the immediate family will be allowed to call on Sunday.

No one may invite a guest to be entertained in the house without permission of the Dean or President, and satisfactory arrangements made as to length of stay, charges, etc.

Chafing dishes and electrical appliances are not allowed in the dormitory rooms. This regulation is a safeguard against fire.

Patrons are particularly requested to notify the Presi-

dent as to time of arrival in Statesville of prospective students in order that they may be met at the depot. Young ladies traveling alone, and not being met at the station, must report at the College without delay.

Pupils seeking admission must give evidence of honorable dismissal from previous school attended, of normal health, and good character. As soon as registration fee and application are received a blank form will be sent to new students to be filled out certifying work previously done.

ROOM RESERVATION

By reason of our limited dormitory space and the numbers seeking admission, we are obliged to require our patrons to sign the application form printed in the catalog and to make a deposit of $10.00 as an evidence of good faith, in order to secure the reservation of a room. This fee will pay certain College charges as indicated elsewhere, *but is not credited on board and tuition.*

As the number of rooms available for students is limited and the College has very little income except from student fees, we must insist that patrons reserving a room should understand that it is for the school year. The withdrawal of a pupil after it is too late to fill the vacated space with another student means considerable financial loss to the College. Should several do this it would lead to a serious deficit in current expenses. *Therefore the withdrawal of a student except for protracted illness, or purely providential reasons, will be regarded as inconsistent with school ethics and business honesty.*

We especially advise early application to make sure of a room. We give preference to former students, but rooms cannot be held for them, if they are late in sending in their application in due form. No room will be held after school opens without full payment of board and tuition from the opening day. No deduction in fees will be made for pupils

who enter two or three weeks late. This always entails extra work on teachers and officers of the school. No reduction is allowed for temporary absence during the term. No deductions for any cause will be allowed to students who withdraw during the last quarter.

We urge parents to make every effort, and to make some sacrifice, if necessary, in order to have pupils enter promptly at the beginning. To be a few days or weeks late may seem a small thing to pupil or parent, but on this may hinge the success or failure of the year's work.

SCHOOL TERMS AND RATES

The school session is divided into a Fall term and a Spring term. It is also divided into four quarters. All bills for Board, Tuition, Specials, etc., are payable *Quarterly in Advance.* Quarterly payments will be due and payable September 10th, November 9th, January 19th, and March 20th.

Patrons expecting any other terms or conditions must make satisfactory arrangements with the President before the student is matriculated. On account of our very reasonable charges, no *discounts* or *reductions* can be granted. A reasonable allowance will be made for absence on account of *protracted sickness.* Pupils leaving school during the quarter will not be allowed any rebate. No fees will be returned in case of suspension or expulsion. *All school contracts are understood to be made for the year unless otherwise specified in writing.*

EXPENSES FOR THE YEAR

RESIDENT STUDENTS

Registration fee (to be applied to Library, infirmary, and contingent fees—not credited on Board and Tuition	$ 10.00
Board, furnished room, light, heat, and laundry per year	200.00
Tuition, in all subjects except "Specials," per year	60.00
Total, Regular charges	$270.00

Payments:—Registration fee of $10.00 must be paid by all students, whether old or new, when room is reserved. This fee is not credited on board and tuition, and is not returnable under any conditions after Sep. 1st. The regular charge of $260 for board, tuition, etc., is payable, **strictly in advance**, in four equal payments of $65, at the times specified elsewhere.

Books, stationery, sheet music, and "specials" are not included in the above charges.

DAY STUDENTS

Registration fee (applied to Library and contingent fees —not credited on Tuition	$ 5.00
Tuition, College and Academy, per year	60.00

The regular Tuition and "Special" charges are the same for resident and non-resident students, and are payable in the same way, **Quarterly in Advance.** All bills must be paid promptly, or satisfactory reasons given, if students are to remain in school.

"SPECIAL" CHARGES

Piano, Violin, Pipe Organ, under the Director, per year	$100.00
Piano, under Associate Teachers, per year	60.00
Voice, Private Lessons, per year	60.00
Sight Singing and Chorus Class, each, per year	10.00
Theory, Harmony, History of Music (in class), per year	10.00
Laboratory Fees (Biology, Chemistry, etc.,) per year	5.00
Use of Piano, one hour daily, per year	8.00
Use of Organ, one hour daily, per year	20.00
Diploma (Literary or Special)	5.00
Certificate (Literary or Special)	3.00

No student is enrolled in any regular or "Special" course for less than one quarter, and withdrawal during the quarter will not entitle her to any rebate.

COURSES OF STUDY

The work of MITCHELL COLLEGE is divided into two main departments—LITERARY and SPECIAL. In the Literary department are included not only the College courses, but the Secondary (or Preparatory) school, the official title of which is "MITCHELL ACADEMY."

The Special department offers certain elective courses, generally known as "Extras"—more or less befitting the "Finishing School," or the Vocational and Practical. Classes cannot be carried in Special and Elective courses unless five or more elect them. If fewer than the minimum number elect a given course, something else will have to be substituted.

LITERARY DEPARTMENT

THE JUNIOR COLLEGE

MITCHELL COLLEGE is now definitely committed to the Junior College Standard (see "Foreword.") The conditions of entrance are the same, the college hours are the same, and the work of the Freshmen and Sophomore years (College I and II) are the same as in the corresponding classes in the four-year College. The first two years of College work at MITCHELL prepare students for the Junior Class of the Standard four-year College, and students intending to pursue their college studies beyond these two years should shape their courses accordingly.

The Committee on College rating of the State Department of Education has promised us accredited standing for 1924-'25, provided certain additions are made to our equipment. The Trustees expect to meet all these conditions before the opening in September. This will enable MITCHELL graduates who take the Teacher Training Course to get "Class C" certificates without taking the customary teacher's examinations.

The requirements for admission to the Junior College courses are the same as those of Standard Senior Colleges

and State Universities. The requirements for admission to the General elective are more elastic than for the Standard course. For *admission* to either course, however, 15 units of approved preparatory work are requisite. Arrangements may be made for *IRREGULAR* and *SPECIAL* students, but at least 9 hours of work in Literary subjects must be carried Such irregular and special students will pay the same price and be under the same rules as the other students.

The subjects accepted as credits for admission are outlined in detail on the blank which is furnished each prospective student. These should be filled out and signed by the principal of the last school attended. and sent in as early as possible. Unless such certificate is furnished, admission will be by examination. Graduates of accredited secondary schools will be admitted on certificate, without examination.

The two courses offered in the Junior College are known as the Standard College Course, and the General Elective Course.

Of the fifteen units required for entrance the following are prescribed and elective:

STANDARD COLLEGE COURSE

Prescribed Units

English	4
Latin, or Modern Language	4
Mathematics	3
History or Science	1
Electives	3

Electives May Be:

Latin	4 or 2
Modern Language	2
History	2
Science (any one of several)	½ or 1

Northern and Eastern Colleges for women require more Latin and Modern Languages than Southern Institutions.

GENERAL ELECTIVE COURSE

Prescribed Units

English	4
Foreign Language	2
History or Science	1
Mathematics	2
Electives	6

Electives May Be:

Bible	½ or 1
Foreign Language	2 or 4
History	2 or 3
Science (any one of several)	½ to 2
Mathematics	½ or 1
Vocational subjects	½ to 2

REQUIREMENTS FOR GRADUATION

The minimum requirements for graduation are the satisfactory completion of 30 year-hours, or 60 semester hours, so divided that not less than 12 nor more than 18 sessional hours shall be carried in one year. As a church school we require for graduation at least 3 hours of Bible. We believe the day is not far distant when all State institutions will allow credit for Bible on the same conditions as for purely Academic subjects. Some are so recognizing it now.

In order to receive College credit on any "Specials" the student must have completed previously the elementary course in those subjects.

DIPLOMAS AND CERTIFICATES

Students who complete any one of the full College courses with at least three hours of Bible, will be awarded the Junior College Diploma, which carries no degree. (Some States allow the Title "Associate of Arts.")

Special Diplomas and Certificates are awarded to those who complete the prescribed course in music, or other "specials."

Certificates showing work done will be awarded to Irregular and Special students on the completion of approved courses.

A fee of $5.00 is charged for a Diploma and $3.00 for a Certificate. No Diplomas, Certificates, school honors, or records, will be given until all bills are paid, or satisfactory arrangements made.

Courses of Study

The College courses are planned to meet the needs of (1) Those who intend to continue their education in the traditional arts and science courses of the four-year College or University; (2) Those who can take only two years of College work, and who expect to teach, or to take up other vocational or home activities; (3) Those who wish to specialize in music or other "Specials," or in certain Literary and Cultural courses without taking full College work.

OUTLINE OF COLLEGE COURSES

STANDARD COURSE

Prescribed Hours

English ----------6 hours
Foreign Language -------3 hours
Bible I (a) or (b) ------3 hours
History ----------3 hours
Science ----------3 hours
Mathematics ----------3 hours
Electives ----------9 hours

Electives Chosen From

Latin ----------3 hours
Modern Language -------3 hours
History ----------3 to 6 hours
Bible ----------
Education ----------3 hours
Psychology ----------3 hours
Science ----------3 hours
Mathematics ----------3 hours

GENERAL ELECTIVE

Prescribed Hours

English ----------6 hours
Foreign Language-------3 hours
Bible ----------3 hours
History or Science-------3 hours
Electives ----------15 hours

Electives Chosen From

Latin ----------3 hours
Modern Language -------3 hours
History ----------3 to 6 hours
Bible ----------
Education ----------3 hours
Science ----------3 hours
Psychology ----------3 hours
Mathematics ----------3 hours
Home Economics --------4 hours
Theoretical Music ---1 to 4 hours
Piano, Voice, Violin, or
Organ ----------1 to 4 hours

DORMITORY ROOM

Mitchell Academy

This department presents a standard four-year High School course, preparatory to College. Any student who has completed with credit the seventh grade of an approved Grammar school, and can give satisfactory evidence of honorable dismissal, will be eligible for the first year of the Academy. Pupils seeking admission to the eighth or higher grades must not only produce certificates showing work previously done, signed by the principal of the last school attended, but must submit to oral or written tests if deemed advisable by the committee on classification. Continuance in the grade assigned will be dependent on the student's ability to do the work.

The Academy is on the accredited list of the North Carolina Association of College Presidents, and also on the accredited list of the State Department of Public Instruction. This gives its graduates ready entrance to our best colleges without examination.

College Preparatory and General Elective courses, indicated in the following outlines, and special courses in Music, are offered. The regular courses are designed to meet College entrance requirements of Standard Colleges, and the elective courses are both cultural and practical. Students entering upon High School work should know at the time, if possible, whether they are to take a two- or four-year College course and consult with the President as to the course best suited to their particular needs. *After selection has been made and work begun no changes will be allowed without the Faculty's consent and approval.*

REQUIREMENTS FOR GRADUATION

In order to receive an Academy Diploma the student must complete one or the other of the courses outlined and described in the following pages. The Standard Colleges require as

a quantitative condition for admission 15 units, and as a qualitative condition assurance of ability to do College work. Eastern Colleges for Women require a larger amount of work in Foreign Languages.

It is highly desirable that those who receive their High School Diploma at Mitchell should continue through the two years of College, thereby keeping their records unbroken, and giving continuity to their work. The chasm between High School and College is broad, and can best be bridged by continuing in the same Institution. In the smaller classes of the small College the student gets more personal attention, and is far more likely to "make good" in her first year of College work.

NOTES ON ELECTIVES

Not more than two units of elective work may be taken in "Specials." One unit of credit is given for the completion of the two-year course in Harmony; not more than one unit of credit in Music will be given unless at least one year of Harmony is taken, credit is given at the rate of one-half unit for a year's work beyond the third grade in the Piano Course, or the corresponding grade in Voice and Violin. No credit toward graduation is given for elementary work in any of the "Specials."

Only one musical subject may be taken as an elective in any one year.

OUTLINE OF PREPARATORY OR ACADEMY COURSES

COLLEGE PREPARATORY

First Year:

English I.
Mathematics I.
Latin I.
History I.
or Science I.
(Bible)

Second Year:

English II.
Mathematics II.
Latin II.
History I.
or Science I.
(Bible)

Third Year:

English III.
Latin III.
or History II.
French I.
Mathematics III.
(Bible)

Fourth Year:

English IV.
Latin IV.
or History III.
French II.
Science II.
(Bible)

GENERAL ELECTIVE

First Year:

English I.
Mathematics I.
(Bible)
Two Electives from
History I.
Science I.
Latin I.

Second Year:

English II.
Mathematics II.
(Bible)
Two Electives from
History I.
Latin II.
Science I.

Third Year:

English III.
French I.
(Bible)
Two Electives from
History II.
Math. II. or III.
"Specials"

Fourth Year:

English IV.
French II.
(Bible)
Two Electives from
History IV.
Math. III., or IV.
Science II.
"Specials"

Note: Credit will not be given for one year of a Foreign Language.

Description of Courses

LITERARY DEPARTMENT

The Roman numeral accompanying each subject indicates the number of the course in that subject, both in the "Outline" and the "Description of Courses." College courses are indicated by the letter "C," and Academy courses by the letter "A." Where "Texts" are not named changes are under advisement.

College courses are 3 hours per week, unless otherwise noted. Academy courses are 5 periods per week (45 minutes), or 4 periods (60 minutes)—except Bible, which has two periods.

BIBLE

This subject throughout the whole course, is taught with a broad and liberal spirit, and in no sense to inculcate sectarian beliefs or to emphasize denominational differences. The memorizing of classic passages will be a part of the course.

A I.—A IV.—Throughout the four years of the Academy. Two periods per week.

During these four years the effort is made to cover the whole Bible as it is treated in four sections in Steele's Bible Outlines, giving a comprehensive view rather than an intensive study. The effort is made to simplify it for beginners, and to make memory work a part of the course.

C I. First Year Junior College (Required.)

(a) For those who have had no Bible in their Preparatory courses A III., and A IV., (The Life of Christ and the Acts of the Apostles, as outlined in Steele) may be accepted as C I.

(b) For those who have had a good Preparatory course in Bible, a more intensive study of the Gospels, Acts, and Epistles, as

interpreting the Teachings of Christ, followed by a short study in Elementary Ethics.

C II. Second Year Junior College (Elective.)

A Teacher Training course in Sunday School work and Methods. An elementary course in Church History. Sunday School Pedagogy, etc.

Note—Each student is required to have a good English Bible.

ENGLISH

We wish to make this one of our strongest courses. It is a matter of common observation that many graduates of High school, and too often even of College, are not well drilled and grounded in the proper use of their mother tongue. Their spelling is poor, their grammar is faulty, their composition is crude. Much attention will be given to these fundamentals. We strive to instill habits of careful and correct oral and written expression and a taste for good literature.

A I. Advanced Grammar and Review—Thorough Drill in the principles of Grammar, Spelling, Punctuation, Sentence Construction, etc.

Literature—(a) Class Study—Pilgrim's Progress; Lady of the Lake; Sketch Book. (b) Parallel Reading—Selected Narratives Old Testament History; Robinson Crusoe; Julius Caesar; Ancient Mariner.

A II. Elements of Composition—Rhetoric begun; Drill in Spelling. Compositon, Oral and Written.

Literature— (a) Treasure Island; Franklin's Autobiography; As You Like It; Idylls of the King. (b) Odyssey (Selections in Translation); Poe's Tales; Silas Marner; Lays of Ancient Rome.

A III. Composition and Rhetoric—Themes, oral and written; Memory Work.

Literature—(a) Tale of Two Cities; Essay on Burns; Cotter's Saturday Night; Midsummer Night's Dream. (b)The Talisman; The Traveller and the Deserted Village; Sesame and Lillies; Merchant of Venice.

A IV. Composition and Rhetoric Continued—Outlines of American Literature, Original Compositon.

Literature—(a) House of Seven Gables; Joan of Arc; Milton's Minor Poems; Macbeth. (b) David Copperfield; Farewell Address and Bunker Hill Oration; Essay on Johnson; Selections from American Authors (Lowell, Longfellow, Whittier).

Basic Text for A I and A II; Lewis and Hosic, Practical English for High Schools. Text for A III, and A IV.; Hanson, Two years course in English Composition.

C I. Composition and Rhetoric—A part of this course is devoted to a thorough drill in English Fundamentals, preparatory to College English. This is intended to discover and correct deficiencies in speech, grammar, and composition.

The more advanced work consists in a study of the various types of composition, narration, description, exposition, and argumentation, with consistent practice in both oral and written composition.

Masterpieces of English and American Prose are read and analyzed. The reading is selected in such a way as to illustrate the gradual growth and development of English and American Prose.

C II. Types of Literature—The aim of this course is to familiarize the student with the distinctive types of literature, both poetry, and prose, as seen in the epic, the lyric, the drama, the essay, the short story, and the novel. Representative writers of each age are studied, with special emphasis on Shakespeare, Milton, and the Romantic Poets. Frequent themes; Parallel reading; class reading, and discussion.

C III. (Elective) American Literature—The aim of this course is to enable the student to discover the distinctly American ideals as reflected in our literature. The leading American poets, novelists, essayists, and orators are studied. During the latter part of the spring term special emphasis is placed upon the literature of the South.

FRENCH

A I. Elementary—The first year's work comprises careful drill in pronunciation, Grammar, composition, dictation—reading of Francois and Giroud's Simple French; Monvert's La Belle France (100 to 175 pages).

A II. Syntax and Composition—Dictation, letter writing, conversation, French idioms, essays in French, phonetics, Reading of 350 to 400 pages of French texts; such as Merimee's Colomba, Duma's Monte Cristo, Daudet's Trois Contes Choises.

C I. Adapted for students who present fewer than two units at entrance: Review in Grammar, Reading, Exercises and Composition. Readings from L'Abbe Constantin, Monvert's Aux Etats Unis, La Mare au Diable (about 500 pages).

C II. For students who present two units at entrance, or who have completed C I. Advanced work in Grammar, prose composition, sight reading, conversation, French idioms, and Proverbs. Readings from Corneille's Le Cid, Racine's Esther, Hugo's Hermani and Ruy Blas, Rostand's Cyrano de Bergerac (at least 500 pages).

C III. (Elective) A study of the various classical and modern types of French: The Drama, Lyric Poetry—The Short Story in the 19th Century. Reading from 600 to 1000 pages selected from Moliere, Lamartine, Vigny, Bondelaire, Maupassant, et al.

Note—Fraser and Squair's Grammar, or Chardenal's Complete French Course, will be the chief Text.

SPANISH

For the benefit of students who present one or more units in Spanish, and who wish to continue the subject, or for those who require credits in two modern languages to meet College entrance requirements, classes will be formed where five or more elect the same course—otherwise French is the Modern Language required in the regular curriculum.

A I. Elements of Grammar—Conversation, Dictation, Easy Composition, Letter Writing—Translation of 100 to 175 pages of graduated texts. Texts: De Vitis Spanish Grammar, De Vitis Spanish Reader, Cuba y Los Cubanos.

A II. Grammar, Dictation, Prose Composition, Conversation, Letter Writing. Reading of 250 to 400 pages of modern prose. Texts: De Vitis Grammar, Espana Pintoresca, Novelas Cortas.

C I. Review of Grammar—Prose, Composition, Letter Writing, Dictation, Conversation. Reading of 500 to 600 pages of modern prose. Texts: Smith's Spanish Grammar, Cool, A Spanish Composition, Vistas Sudamericanas, El Pajaro Verde.

C II. (Elective) A comprehensive study of Spanish Literature and the Drama—Extensive readings from the various types studied. Texts: Gil y Zarate, El Estudiante de Salamance, Juan de las Vinas.

HISTORY

The History courses include, besides the regular Texts, Parallel Reading, Current Events, note books, map work, etc.

A I. History of Europe—Ancient and Mediæval; Early Man to 1789 A. D. Text: Robinson and Breasted, Part I.

A II. History of Europe—Our Own Times; 1789 to the Present. Text—Robinson and Beard, Part II.

A III. American (Constitutional) History—Hart's Essentials of American History, or West's American History and Government; Problems of Democracy.

C I. Modern European History—This course is intended to cover European History from the beginning of the 16th Century to the present time. The first semester covers the period ending with 1814. Stress is laid upon the commercial revolution, European expansion, the Protestant revolt, the French revolution, and the era of Napoleon. The second semester covers the period from 1814 to the present. Emphasis is laid upon the peace of Vienna and its undoing, the growth of democracy and nationalism, the world war, and the problems of peace.

C II. American History—This is a course in American history from the beginning of the period of colonization to the present. During the first semester a rapid survey is made of the colonial period with emphasis laid upon American ideals and Institutions. A more intensive study is made of the Revolutionary era and the Formation of the Union. The work of the second semester covers the period of secession and reconstruction, and also deals with important problems in contemporary American history.

C III. (Elective) Economics and Sociology—Principles of Economics. This is an introductory course in economics designed to help the student understand the general principles underlying our industrial life. Production, consumption, and the various economic processes following production are studied.

Three times a week. First semester.

Sociology. This is a course planned to help the student understand the various forces which have made society what it is today, and also the forces now at work which may cause it to be different in the future. Text book, lectures, class discussions, assigned readings. Three times a week. Second semester.

"A little foolishness now and then"

LATIN

Comparatively few students are able to do sufficient preparatory work to read four books of Caesar in two years. It is highly desirable that some elementary work be done before entering High School, or that the student be prepared to carry Latin into the third year to meet College entrance requirements.*

A I. Thorough Mastery of Forms and Pronunciation—Drill in Declensions and Conjugations; Vocabulary; Easy Translation; Latin-English and English-Latin. Text—Bennett's First Year Latin.

A II. Latin Grammar and Latin Composition—Constant drill in Declensions, Conjugations, and Principles of Grammar and Composition; Four books of Caesar completed (necessary for credit). Texts—Bennett's First Year Latin, Bennett's Latin Grammar, and Gallic War.

A III. Continued Drill in Grammar and Composition—Cicero; Archias, Manilian Law; Orations against Cataline I., IV.

A IV. Same as Above—Constant work on vocabulary. Virgil; Æneid, Books I.-VI. (College entrance requirements.)

C I. Grammar, Prosody—Practice in Translation at sight; Prose Composition; Livy; Selections from Books I., XXI., and XXII.; Horace; Odes and Epodes.

C II. Same as above. Horace; Satires and Epistles. Selections from Tacitus; Germania and Agricola.

*First and second year Latin carry no credit without four books of Caesar. Two units credit is allowed when this work is completed.

MATHEMATICS

Advanced Arithmetic—For students not prepared for Algebra, half year or whole year.

A I. First Year Algebra to Quadratics Includes the four fundamental principles: common factors and multiples, simple equation, fractions and simple fractional equations; simple problems.

A II. Second Year Algebra—Involution and Evolution; Theory of Exponents; Quadratic Equations; Binomial Theorem; Ratio and Proportion; Progressions.

A III. Plane Geometry—Books I. to V. Text—Smith, or Wentworth-Smith.

A IV. (Elective) Algebra and Geometry Review—To meet College entrance requirements.

C I. Solid Geometry, and Plane Trigonometry. Texts—Wentworth-Smith, and Wentworth.

C II. (Elective) College Algebra—Analytical Geometry.

EDUCATION—PEDAGOGY

This course is offered as an elective for College Students who expect to teach. Mitchell students who take this course, and have to their credit, including these courses, 30 sessional hours of Academic work will be recommended to the Certification Department of the State Board of Education for a Class C Certificate.

C I. Educational Psychology—An introductory course based upon such texts as Pillsbury's Essentials of Psychology; La Rue's Psychology for Teachers. Taught with a special view to its bearing upon the educational process. Reference Texts—James, Breese, etc.

C II. Teacher Training—An elective course for College students who expect to teach, furnished by the Director of the State Department of Teacher Training. Adapted to the field of Grammar Grade teaching.*—C I. Prerequisite.

One Semester; Bagley's Class Room Management.

One Semester: Charter's Teaching the Common Branches. Abundant observation in city and rural schools throughout the course, **3 year-hours credit.**

*For those who wish to prepare for the High School field the above course will be supplemented by Calvin's Introduction to High School Teaching.

ETHICS

C I. This elementary course is supplementary to the study of the Life of Christ (half year) and embraces a study of the history of Ethics, the various types of ethical theory, and their practical application.

SCIENCE

The Trustees have arranged to furnish adequate Laboratory equipment for the sciences offered.

Where Laboratory work is required the student must keep a carefully prepared notebook of all work done. Two Laboratory periods are equivalent to one recitation period.

A I. General Science—This course gives the fundamental principles of Science and prepares the student for the courses which follow. It is introductory to the allied Sciences Physics, Chemistry, Physiography, Biology, etc.

A II. Chemistry I.—This course includes recitations and experiments, with Laboratory Manual.

A III. Household Chemistry—Designed for students taking Domestic Science and closely related to Home Economics, (not a substitute for Chemistry I.)*

C I. General Biology—Introductory to a more exhaustive study of Botany and Zoology, including the study of typical plants, typical animals, and general biological problems. Laboratory and field work.

C II. Chemistry II.—General Chemistry (Chemistry I. prerequisite).*

*Not offered for 1924-'25.

Department of Music

K. C. BONDAM, DIRECTOR

MISS ANNYE LONG MISS HARRIETTE WAKEMAN

MISS LUCILE PIERCE

The equipment for this department is ample and sufficient. The lower floor of Shearer Music Hall is devoted to studios, practice rooms, and a large auditorium. Besides a sufficient number of Pianos the school is provided with a splendid Pipe Organ, the gift of Mr. C. E. Mills, and other friends, of Statesville. The practice work of students is carefully supervised.

Instruction is given in Piano, Organ, Voice, Violin, Cello, Theory, Harmony, History of Music, and musical appreciation.

In order to make the study of music really efficient, it is essential to have solid foundations to build upon. Foundations cannot be laid in a better way than by cultivating a musical ear, understanding, and appreciation.

The College, therefore, furnishes an opportunity to all music students to join a class in ear training and sight singing which will be conducted by the vocal teacher, and will be held at such hours that all can attend.

OUTLINE OF COURSES

Students who have successfully finished the Elementary Course in Music, or those who can pass an examination showing that they have made sufficient progress, both in practical and theoretical work, may enter the

REGULAR COURSE

This course is subdivided into an Intermediate and an

Advanced course, each of which requires at least 3 years of conscientious study. Slow pupils will require more.

A. INTERMEDIATE COURSE

FIRST YEAR—Practical Work.

Major, Minor and Chromatic scales, chords and Arpeggios in moderate tempo and in simple forms (similar motion in octaves.)
Czerny Op. 636 and 299 (first part) Heller Op. 47, 125, 119, 46.
Sonatinas: Krause, Reinecke.
Pieces like: Jensen Op. 33, Gade Op. 36.
Handel, easy composition, etc.
Intervals, Scale construction, different kinds of triads and their inversions.

SECOND YEAR—Practical Work.

Scales and Arpeggios continued, moderate tempo, in thirds, sixths, etc.
Czerny Op. 299, Heller Op. 45, 78, 80.
Bach, 2 part Inventions.
Sonatas: Easier ones of Haydn and Mozart. Pieces like those in Schirmer's Albums of Grieg, Godard, Moskowski, except the most difficult ones.
Theoretical Work: Elements of Harmony.
Text-book: Tapper's First Year Harmony.

THIRD YEAR—Practical Work.

Scales and Arpeggios continued—all forms, similar and contrary motion.
Chromatic scales with different fingerings.
Octave studies.
Chrisander: Technical Exercises (Modulating)
Czerny Op. 740.
Cramer, 50 selected studies.
Sonatas: Haydn, Mozart, Beethoven, (easier ones) Schubert.
Heller: Op. 81, 16, 82, Jensen Op. 32.
Bach, 3 part Inventions and French suites.
Schubert Impromptus.
Pieces by Grieg, Jensen, Moskowski, Mendelssohn, Raff, Scharwenka, Kjerulf, Schumann, Sinding.

Theoretical Work: Harmony continued.
Text-book: Tapper's First Year Harmony.

Students having successfully finished this course are entitled to a certificate and may enter the Advanced Course.

B. ADVANCED COURSE

FIRST YEAR—Practical Work.

Scales and Arpeggios continued, all forms; increasing speed.
Dominant and Diminished seventh chords.
Also scales in double thirds and sixths. Chrisander: Technical exercises, Tansig; Daily exercises.
Czerny Op. 740, Cramer, selected studies.
Clementi: Grades and Parnassum.
Etudes by Henselt, Chopin and others.
Bach, English suites.
Sonatas: Beethoven, Schubert, Schumann, Grieg.
Compositions by Chopin, Liszt, Pubenstien, and modern composers.
Theoretical: Harmony continued.
Text-book—Tapper's Second Year Harmony.
Course in History of Music.
Analysis of Musical Forms.

SECOND YEAR—Practical Work.

Scales and Arpeggios continued, all forms, increasing speed.
Tansig Daily Exercises.
Etudes by Chopin, Liszt, and Modern Composers.
Preludes and Fugues: Bach's Well-Tempered clavichord.
Compositions by Bach, Beethoven, Brahams, Chopin Schumann, Liszt, and others.
Theoretical Work: Harmony continued, History of Musical Forms, Counterpoint.

THIRD YEAR—Practical Work.

While continuing the work of the Second Year, much of the time will be devoted to the preparation of a Recital Programme.

Also practical work in Instruction for those who intend to become music teachers.

Harmony and other Theoretical Studies continued and extended.

ORGAN

The study of the Organ can only be successfully undertaken after finishing the Intermediate course in Piano. And even to greater advantage after two or three years of the Advanced course in Piano, especially if the candidate expects to discontinue Piano Study and devote all efforts to the Organ.

Students who have enough time to devote their efforts to both instruments, should do so by all means, and with the understanding that Graduation in Piano may precede Graduation in Organ by one year at least.

A great deal of the work on both instruments runs parallel, so it will be unnecessary to outline the Course in Organ as minutely as for Piano.

We may assume that about three years of conscientious study will put the student well upon the road to become a thorough musician and organist. The experience which comes only to the practical organist, occupying a church position, will in time do the rest.

The foundation thereto will be laid best by giving the student every opportunity to play for church services, to accompany instrumentalists, and vocalists, and to do choir work.

Starting with a method like Stainer's "The Organ" and simple studies of Rinck and other composers, the student will gradually approach the greater organ compositions of Bach, Mendelssohn, Rheinberger, Guilmant, Cesar Franck, and others.

VIOLIN

As in Piano, an elementary course is understood to have laid the foundations of bowing and position of the hand, as well as those of general musical knowledge.

A. INTERMEDIATE COURSE

FIRST YEAR—

The Violin methods of Laovreaux, Dancla, or Hermann, and such books as Mittell: Graded Course Vol. I., which has been studied before, can be continued and gradually

studies from Hoffmann Op. 25, and Wohlfahrt Op. 45 or 74 may be taken up.

SECOND YEAR—

Violin method continued, First and Third Positions.
Alard Op. 10. Kayser Op. 20, II. Mittell Graded Course II.
Schradieck, School of Technics, Scales and Arpeggios.
Shifting of the Positions.
Easier Sonatinas and other Pieces.

THIRD YEAR—

Sevick, Daily Exercises.
Maras Op. 36 I. Dont Op. 37, 38, Sevick Op. 8, Krintzer 42, Etudes.
Sonatinas by Schubert, Sonatas by Mozart. Concertino by Sitt, Cavatina by Raff, and simular compositions.

ADVANCED COURSE

FIRST YEAR—

Scales and Arpeggios, with increasing speed. Also extension into four octaves.
Double stops, Staccato and Spiccato Fiorillo, 36 Studies, Danclas, Op. 73, Leonard Op. 21.
Sonatas by Beethoven, Gade and others.
Concerto by Viotti.

SECOND YEAR—

Scales and Arpeggios continued.
Rode 24 Caprices, Gavinces 24 Studies, Dont Op. 35. Bach Sonatas.
Concerto by Mozart, Mendelssohn, or Bruch.

THIRD YEAR—

Studies from Vieutempo, Wieniawski or Paganini and Preparation of a Recital Programme, Practical work in Instruction for those who intend to become music teachers.

The Theoretical Work for Violin students is identical with that of the Piano student.

VOICE

It has been said that "breathing is singing"—while this is not literally true, correct breathing forms the basis of vocal art. The opportunity for voice culture should not be

Just Girls

limited to the chosen few who are endowed by nature with good voices. Work with a competent and experienced teacher can almost make a voice where there is none. At least a very poor or weak voice is capable of almost limitless expansion and development by judicious training. It also will develop the pupil in other ways. Deep breathing, which is an important part of voice culture, develops the lungs, corrects a bad carriage, and makes one healthier. Voice culture comprises correct respiration, tone emission, and interpretation. A course in this department will be most beneficial whether or not one expects to make singing a profession.

GRADE I.

Breathing Exercises for development of respiratory muscles, diaphragm and lungs, vocalises for voice placement and tone production, including intervals, scales, etc. Exercises by Root, Behnke, Pearce, and others for articulation and phrasing, Easy songs.

GRADE II.

Breath control and tone production continued, Concone Op. 9 and 12, Vaccai Italian school of singing, Art of Vocalization, Marza I., Marchesi. More difficult songs, The easy songs of Schubert, Schumann, Brahms, Mendelssohn and American composers.

GRADE III.

Vocalises embracing embellishments, trills, and scale passages for developing flexibility.
Master pieces of Vocalization, Max Spicker Book I.
Art of Vocalization, Marzo Book II.
Famous songs prepared by Krehbiel, Early Arias begun.

GRADE IV.

Studies in Bravura and scale passages continued.
Marza II. continued, Lamperti, Lutgen (operatic vocalises.)
Max Spicker, Book II.
Selections from the Oratorios and Operas, American songs.

PHYSICAL EDUCATION

This department of the College has not yet reached the development that we wish and expect. During the current year the school has been divided into classes, and each class has had regular exercises under a physical director. In addition the usual games, such as tennis, basket ball, etc., furnish healthful and pleasurable exercises. All students are required to take physical culture and physical exercises unless excused by request of the parent under advice of a physician. Basket ball games are allowed with schools near by. No extra charge is made for this course, but students are expected to furnish suitable suits, shoes, bloomers, etc. When the weather will permit physical culture exercises are given out of doors. Sunshine and pure air are a tonic in themselves.

Register of Students

1923-'24

COLLEGE III.

Brown, Helen ---------- North Carolina
Chester, Grace ---------- North Carolina
Fraley, Thelma ---------- North Carolina
Goode, Ruby ---------- North Carolina
Hobbs, Lera ---------- North Carolina
Holbrook, Jennie ---------- North Carolina
Matheson, Katherine ---------- North Carolina
Monteith, Helen ---------- North Carolina
Stevenson, Theresa ---------- North Carolina
Yates, Lois ---------- North Carolina

COLLEGE II.

Bowles, Garnett ---------- North Carolina
Clark, Annie ---------- North Carolina
Conger, Margaret ---------- North Carolina
Crowell, Manetta ---------- North Carolina
Davis, Martha ---------- North Carolina
Fox, Murel ---------- North Carolina
Johnson, Mary A. ---------- North Carolina
McGill, Annie ---------- North Carolina
Muse, Montie ---------- North Carolina
Strickland, Madeline ---------- Maryland
Short, Eugenia ---------- North Carolina
Thompson, Hazel ---------- North Carolina

COLLEGE I.

Anders, Linda ---------- North Carolina
Abernethy, Nora ---------- North Carolina
Brown, Olivia ---------- North Carolina
Boggs, Pearl ---------- North Carolina
Culp, Martha ---------- North Carolina
Choate, Nannie ---------- North Carolina
Deitz, Sara ---------- North Carolina
Eliason, Nancy ---------- North Carolina
Fleming, Carrie ---------- North Carolina
Gilbert, Margaret ---------- North Carolina
Gilbert, Louise ---------- North Carolina
Hartley, Gwendolyn ---------- North Carolina

Hudson, Elizabeth ---------- North Carolina
Holmes, Irma ---------- North Carolina
Hendren, Dorcas ---------- North Carolina
Johnson, Mary L. ---------- North Carolina
Kistler, Idah ---------- North Carolina
Kincaid, Sara ---------- North Carolina
Long, Marianna ---------- North Carolina
Morrison, Janie ---------- North Carolina
Patterson, Zetta ---------- North Carolina
Poston, Frances ---------- North Carolina
Pickett, Effer ---------- North Carolina
Pressly, Jean ---------- North Carolina
Ranson, Nell ---------- North Carolina
Robinson, Edith ---------- North Carolina
Shields, Julia ---------- North Carolina
Sherrill, Hazel ---------- North Carolina
Sykes, Pauline ---------- North Carolina
Stutz, Annie ---------- North Carolina
Templeton, Margaret ---------- North Carolina
West, Effie ---------- North Carolina
Wasson, Grace ---------- North Carolina
Wofford, Mozelle ---------- South Carolina

ACADEMY—FOURTH YEAR

Alexander, Margaret ---------- North Carolina
Abernethy, Elnora ---------- North Carolina
Alexander, Frances ---------- North Carolina
Bristol, Eloise ---------- North Carolina
Eliason, Janie ---------- North Carolina
Greenwood, Eloise ---------- North Carolina
Gribble, Inez ---------- North Carolina
Gill, Mildred ---------- North Carolina
Holland, Pearl ---------- North Carolina
Koonce, Mary B. ---------- North Carolina
Long, Helen ---------- North Carolina
McKinney, Clara ---------- North Carolina
Muse, Margaret ---------- North Carolina
Pressly, Isabel ---------- North Carolina
Reese, Eva May ---------- Georgia
Sloop, Beth ---------- North Carolina

ACADEMY—THIRD YEAR

Anderson, Thelma ---------- North Carolina
Bell, Lorraine ---------- South Carolina
Carrigan, Alice ---------- North Carolina

Douglass, Ila May ---------- North Carolina
Hall, Esther ---------- North Carolina
Henkel, Dorothy ---------- North Carolina
Keene, Harriett ---------- Virginia
McGee, Mary ---------- North Carolina
Morrison, Margaret ---------- North Carolina
Matheson, Margaret ---------- North Carolina
Pennington, Margaret ---------- North Carolina
Sharp, Nella ---------- North Carolina
Smith, Rowena ---------- North Carolina
Steel, Lila ---------- North Carolina
Wade, Polly ---------- Virginia
Williams, Frances ---------- South Carolina
Williams, Katie ---------- North Carolina

ACADMEY—SECOND YEAR

Blackwell, Rebecca ---------- North Carolina
Dickerson, Athlene ---------- North Carolina
Douglass, Cleo ---------- North Carolnia
Fowler, Julia ---------- North Carolina
Foster, Fay ---------- North Carolina
*Lewis, Catherine ---------- North Carolina
*McIntire, Catherine ---------- North Carolina
Sale, Cecil ---------- North Carolina
Steel, Rosa ---------- North Carolina
Williams, Rosa ---------- South Caroiina

ACADEMY—FIRST YEAR

Ayers, Hazel ---------- North Carolina
Beall, Janie ---------- North Carolina
DeLaney, Helen ---------- North Carolina
James, Naomi ---------- North Carolina
McElwee, Sarah ---------- North Carolina
Patterson, Louise ---------- North Carolina
Smith, Jessie ---------- North Carolina
Sherrill, Mabel ---------- North Carolina
Zemp, Dorothy ---------- South Carolina

*First Quarterly only.

SPECIALS

PIANO

Louise Patterson
Janie Beall
Jessie Smith
Dorothy Zemp
Cleo Douglass
Rosa Steele
Rebecca Blackwell
Julia Fowler
Athlene Dickerson
Margaret Pennington
Frances Williams
Lila Steele
Dorothy Henkel
Inez Gribble
Clara McKinney
Janie Fliason
Margaret Muse
Effie Pickett
Margaret Templeton
Hazel Sherrill
Gwendolyn Hartley
Sara Kincaid
Jean Pressly
Zetta Patterson
Lucile Tharpe
Lois Scroggs
Mary Bell Deaton
Henrietta Wallace
Virginia Aderholdt
Virginia Deitz
Helen Scroggs
Gladys Stephens
Estelle Reddick
Melba Bowie
Edna York
Lillie May Shearer
Amelia Bowie
Cornelia Duke
Helen Bowie
Mildred Alexander
Helen Sherrill

VOICE

Mabel Sherrill
Harriett Keene
Ila May Douglass
Nellie Holland
Bessie Johnson
Gwendolyn Hartley
Sara Deitz
Manetta Crowell
Gertrude Ives
Lucile Pierce

VIOLIN

Catherine McIntire
Frances Wallace
Sarah McElwee
Mildred Williams

ORGAN

Lucile Tharp
Annie B. Bristol

HOME ECONOMICS

Isabel Pressly
Montie Muse
Zetta Patterson
Dorcas Hendren

Rose Williams
Edith Robinson
Eva May Reese
Margaret Templeton
Helen Long

COMMERCIAL

Martha Culp
Jeanette Herring
Elizabeth Hudson
Nell Ranson
Annie Stutz
Annie McGill

APPLICATION FOR ADMISSION

TO

MITCHELL COLLEGE

STATESVILLE, N. C.

_____ 1924

PRESIDENT MITCHELL COLLEGE:

DEAR SIR—Please reserve a room for my

{Daughter / Ward} _____
(Give full name)

for the Session of 1924-'25, (September 11th, to May 20th).

I have read your Catalogue and I agree to the terms and conditions. I understand school contracts are made for the year, and I promise not to withdraw my daughter except for providential reasons. (See pp. 26 and 27). I promise to co-operate in every way possible to make the year's work a success. I enclose the reservation fee of $10.00, which I understand will be credited on College fees, as stated in the Catalogue, if my daughter enters; the same to be forfeited if she does not enter, unless I notify you by September 1st.

Signed _____
(Parent or Guardian)

Address _____

GIVE FOLLOWING INFORMATION

Occupation of Father or Guardian _____ Financial reference _____ Age of applicant _____

Church affiliation _____ Condition of health _____

What School last attended? _____ Name and address of Principal _____

What Department? College _____ Academy _____

What class in the department? _____

What Special? Piano _____ Voice _____ Organ _____

Violin _____ Cello _____ Domestic Science _____

Domestic Art _____.

N. B. When this application is received by the President, a blank form will be sent for certifying previous work done—also blank form for Name Tape. Other information will be sent ten days before school opens.